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ABSTRACT

The final evaluation report for the Colorado City Bilingual Education Program is presented in this paper. The project was directed to kindergarten children from low-income disadvantaged homes; of 63 participants, 53 were Spanish-speaking children and 10 were monolingual English-speaking children. Project staff consisted of a bilingual teacher, a native English-speaking teacher, 3 bilingual teacher aides, and a bilingual director. The project, located at Kelley Elementary School, was evaluated in terms of its administrative component, instructional program, and community support. Pre- and post-test data were obtained using the following instruments: (1) Short Test of Educational Abilities, (2) Peabody Picture Vocabulary Test, (3) Tests of Basic Experiences, and (4) Check-List of English Words. The greatest weakness of the project was the evaluation design used, which was not an integral part of the instructional program. The greatest strength was the project's uniqueness of size, which permitted individual contact with all personnel. Included in the report are tables of test results. (NQ)

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FINAL EVALUATION REPORT
[CITY] FOR
COLORADO BILINGUAL EDUCATION PROGRAM
COLORADO INDEPENDENT SCHOOL DISTRICT
Colorado City, Texas

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[1971]

The final evaluation report contained herein for the Colorado City Bilingual Education Program is intended to demonstrate the degree of accomplishment of stated objectives as described in the grant application for Title VII funds. Evaluation was performed as described in the evaluation design. It should be noted, however, that this evaluator does not consider the standardized instruments implemented as true measures of educational accomplishment nor do they reflect the outstanding duties performed by the instructional and administrative staff. As an outside, independent agent, it was my unbiased observation that this group of dedicated professionals was truly committed to the development of children's intellect and abilities in a bilingual situation. This, of course, is difficult to measure through written or formal evaluation instruments. This evaluator, however, has been in close contact with project personnel throughout the fiscal year and is aware of all facets of the program.

Four meetings were held during the year in which the auditor, director, evaluation consultant, and the evaluator discussed the program and its effectiveness. Suggestions for improvement of the various components were discussed in these meetings and steps taken to implement them.

The evaluation, as described herein, is directly related to the project proposal and it is hoped by the writer that sufficient detail has been incorporated to present a meaningful perspective of the project activities.

ADMINISTRATIVE

The proposal stated that the project would be located in the Kelley Elementary School, 1435 Elm Street, Colorado City. Staff would be selected on the basis of bilingual abilities and proper certification. At least one teacher was to be bilingual. All aides employed for the program were to be bilingual.

One teacher, Miss Rita Naredo, is of Cuban descent, and is totally bilingual. She learned English as a second language and has mastered both fluency and pronunciation to an impeccable degree.

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The other teacher, Mrs. Carol Fish, is a native English speaker who learned Spanish as a second language. Her fluency and pronunciation have been an asset to her teaching.

The three teacher's aides were bilingual and performed their duties in an extremely successful manner. Teamwork and dedication were observed to be significant contributors to the instructional program.

The director of the program, Mrs. Nell Price, is bilingual and fully certified. Her educational experience in Spanish totals nine years in South America teaching Spanish and one year teaching reading to Mexican-American children in Colorado City. Her involvement through leadership and demonstration contributed significantly to the success of the program.

Office files contain the following information which indicate degrees of accomplishment of stated objectives:

> An estimated sixty (60) children were to be enrolled in a ratio of one English speaking child per each five Spanish speaking children. The actual enrollment was sixty-three (63) children of which fifty-three (53) were Spanish speaking and ten (10) were monolingual English speaking.

Monthly reports to the assistant superintendent of schools were submitted and periodic reports to the school board were made.

The following miscellaneous information relevant to managerial duties are on file:

Average Daily Attendance (ADA)	88%
Home visits by Community Liaison Aide	367
Conferences Attended by Staff	
a. Director	2
b. Teachers	9
Visits by Staff to Other Districts (Projects)	2
Community Relationships Presentations by Director to Service Clubs, etc.	15
Job Descriptions	All staff
Units of Study	10 Spanish
	9 English
Advisory Committee Meetings	2

INSTRUCTIONAL

The instructional program was directed to the kindergarten-aged child. The children were primarily from low-income disadvantaged homes in which only one language was usually spoken.

Evaluation of this component presented several difficulties which most likely affected the test results. Outstanding among these is the fact that these children had never been exposed to testing of any kind and the mere mechanics of the instruments led to much confusion. This was most significant during the pre-test period when children were just beginning to adjust to a school environment. Other problems were locating a suitable room for testing small groups of children selected for the sample. Because of the selection of a random sample comprised of children from both classes, some discomfort and apprehension were observed in the children. Illnesses among the children for the post-test sessions prevented a pre- post-test administration yielding a smaller number of testees. The vocabulary of the test was often too difficult for the children and required some translation into the regional dialect in order to assure concept comprehension. This was especially true of the PPVT and TOBE. Although proctors were used during the TOBE pre-test, it was difficult to keep children from "copying" from each other due to the complexity of the test construction. It is therefore concluded by this evaluator that pre-test data is unreliable and does not yield accurate comparison information.

In the Short Test of Educational Abilities (STEA), the Spatial Relations section proved to be too difficult for the children to perform. It became necessary to divide the group into three small clusters where the evaluator and two proctors could provide more individualized instructions on how to do it. This was a laborious time consuming effort and the results probably inaccurate as far as a true measure of the children's learning abilities.

The Peabody Picture Vocabulary Test (PPVT) was translated into a regional dialect. This was obtained through group effort involving the director, evaluator, evaluation consultant, auditor, and aides. The latter are products of the children's environment. In spite of the translation, the results are probably still not an accurate measure of each child's potential. Many variables can influence responses such as administration of the test by the director and the community liaison aide, removing a child from the classroom to an alien environment (office), and the discomfort observed as a result of being away from the peer group for testing.

The Tests of Basic Experiences (TOBE) are not correlated to the curriculum. Recognition is granted that this is not a criterion reference test; but, the results do not really coincide with the instructional activities in so far as yielding effective measures of educational accomplishment. A translation into Spanish was obtained from the publisher for the various tests; but, the vocabulary and concepts to elicit responses are considered to be inappropriate for the age level and background of the children.

The audio tapes of each student were extremely difficult to decipher. Identifying pronunciation errors, vocabulary, etc.,

were difficult to understand because of the children's low voice level. It was possible, however, to isolate pronunciation errors such as sh, ch, d, th, and some vowels not common to the Spanish language.

The picture to which the children responded was a farm scene taken from the Peabody Language Development Kit. It contained many pictures of familiar animals but it was the concurrence of all involved that it was too "busy", or distracting. It caused children to often respond more than once to the same animal or activity. There was evidence of language growth, however, on the post-recording session where notable progress was observed in sentence patterns, and an increase in fluency. This may have been due to social maturity and a more at ease countenance on the part of the children. Fewer errors in pronunciation were evidenced also. No effort was made to measure individual vocabulary growth because of the insurmountable task of isolating the various components which could be obtained.

Plans for the next project year, 1971-72, are to select a picture of fewer activities and objects and ask the child to respond to a specified number. The picture will also contain some of the basic speech sounds which are not common to their native language thus permitting a more critical analysis of the data to be determined.

The Check-List of English Words administered by the teachers has proven to be of great assistance to teachers in directing their instructional activities to remedy vocabulary problems. They, again, are subject to teacher judgment and may require more in-service training or the employment of a linguist to make more professional evaluation of language performance.

The lists of minimal pair-words with pictures developed locally were also beneficial to teachers in assessing language skills. Although not standardized, the information gleaned from such an instrument is a tangible which teachers are able to implement in their instructional activities.

Physical maturity was measured through the use of locally developed tasks. These involved stacking of six blocks into a pyramid, stringing fifteen plastic beads onto a shoe lace, and completion of an eight piece formboard puzzle. Results are described in a chart which is enclosed in the test results section. This activity was of questionable value to the teachers since no vocabulary measurement is involved.

It is hoped by this evaluator that the preceding comments will enlighten the reader to better understand the disparity among the test scores derived. The concern concluded from this experience is that standardized instruments for a project of this size are inappropriate and do not recognize the true instructional values which are observed.

The true value of this endeavor is that modifications in the evaluation design are necessary and a search for more suitable instruments should be undertaken. Certainly, in-service activities for the instructional staff are in order. The development of their skills in stating their activities in performance objective terms with evaluation as an integral part of their plans would strengthen the instructional process.

RECOGNITION OF STRENGTHS AND WEAKNESSES

The following strengths were observed by this evaluator as having significant impact on the success of the program:

Administration The total administrative staff including the school board, superintendent, assistant superintendent, principal and director are mutually supporting the program in word and deed. That the program will be continued beyond the five-year grant period is evidenced in long-range objectives which are presently being designed. Among these is a building program which gives consideration to the bilingual component. The school faculty strongly supports the project through visitation of the classrooms and comments.

Instruction The two teachers, aides, and secretary are truly dedicated to their work. Evaluation instruments could never measure this dedication as accurately as it is observed. They are willing to try new methods and vary their instruction to maintain high interest level. To this evaluator, the best way to measure this is to observe children as they arrive at school during the day and at the end of the day and observe their composure. Children are always happy and smiling and enjoy the activities. Even the testing was fun to them and elicited comments such as "When do I do that?" or "Let me be next."

Community The community supports the program as evidenced through monetary contributions for snacks, etc. Contributions from service clubs for snacks totalled $285. No estimate can be made of the monetary amount for refreshments, clothing, shoes, and play clothes donated to the program

Comments in the community are favorable in all respects. A recognition is granted that bilingual instruction is good and necessary.

The greatest weakness in the opinion of this evaluator is the evaluation design. Evaluation should be an integral part of instruction and not necessarily from an extraneous source. A

checklist form for teachers to use on a weekly or monthly basis describing each student's performance would be more beneficial and would yield data to compare with selected standardized instruments.

SUMMARY

PPVT (Spanish)

The pre-test--post-test scores derived from the Spanish administration of the test reveal that on the average five months of mental age were gained by those students tested.

Pre-test Average M. A.	3-3
Post-test Average M. A.	3-8
Average Gain in M. A.	0-5

The scores derived from the English administration indicate an average growth in mental age of one year and seven months.

Pre-test Average M. A.	2.8
Post-test Average M. A. V.	4.3
Average Gain in M. A.	1.7

This would seem to indicate that more time was devoted to English instruction than to Spanish. It was this evaluator's observation, however, and also reflected in lesson plans that the ratio of English-Spanish instruction was approximately 60-40 respectively.

It is interesting to note, however, that the five mono-lingual English speaking students made little or no gains in Spanish M. A. but gained significantly in English M. A. (Refer to students 6, 7, 13, 30, 31 on test data page)

At the same time, the Spanish-speaking students performed better in English than in Spanish. It is this evaluator's opinion that this is related to the possibility that parents perhaps encourage their children to learn more English than Spanish plus the fact that the children most likely wish to earn the praise of the teacher and peers by learning the second language better.

STEA

The results derived from the administration of the STEA are significantly higher than those of the PPVT. This is probably due to "copying" which was alluded to earlier in this report. Again reference is made to the monolingual children who scored higher on this test than on the PPVT. The results of this test are considered to be invalid by this evaluator for reasons discussed earlier.

TOBE (Language, Math, Social Studies, Science)

Although the complete battery of tests does not correlate with the instructional program to any great degree, it is interesting

to note the similarity of pre- and post-test scores on all sub-tests.

		English	Social Studies	Math	Science
Spanish Percentile	Pre-test Average	9.4	8.5	13.5	15.5
	Post-test Average	36.1	34.0	36.0	29.5
English Percentile	Pre-test Average	22.0	16.8	22.7	11.6
	Post-test Average	31.5	38.2	31.8	30.9

It would appear from a cursory examination of the data that the greatest gains were made in Spanish although pre-test scores were higher in English. This seems to be more consistent with the 60-40 ratio mentioned earlier if indeed the tests measure basic experiences and concept development.

CONCLUSIONS

The evaluation of the various components is a very difficult task in that suitable standardized instruments are not available. Although the data obtained from this effort is conflicting in some areas, sufficient evidence is demonstrated to reveal strengths in the instructional and managerial components. It is this evaluator's opinion that the strongest part of this program is the uniqueness of size which permits individual contact with all personnel and the spirit of cooperation and dedication which prevails. A great deal of verbal evaluation is carried on between the teachers and the director and it has been this evaluator's good fortune to have been an integral part of these activities. The recording of these small sessions would be ideal but would likely hinder the openness and mutual sharing which exists. These off-the-record conferences are much more beneficial than data collection which often goes unnoticed.

RECOMMENDATIONS

The following recommendations are made regarding the 1971-72 project year.

1. That a more refined evaluation design be developed which will more closely involve instructional personnel.

2. That intensive in-service training be undertaken regarding developing instructional or performance objectives with strong emphasis on continuous evaluation by the teachers.

3. That individual checklists of student performance be developed on a weekly, biweekly or monthly basis depending upon the number of items and completion time required.

4. That the evaluator submit a written report at the conclusion of each visitation to the director describing observations and duties performed and that this information be discussed with the staff.

Mental Age PPVT

ident	Sept. Pre-	May Post	+ Gains	− Losses
1	4.1	5.1	1.0	
2	2.3	3.5	1.2	
3	1.11	3.0	1.1	
4	2.1	3.0	.11	
5	2.11	4.4	1.5	
6	4.7	4.7	0	
7	2.11	3.11	1.0	
8	2.2	3.11	1.9	
9	2.1	2.8	.7	
10	6.1	5.11		0.2
11	2.1	2.1	0	
12	3.3	3.8	5	
13	3.7	4.7	1.0	
14	3.2	4.4	1.2	
15	1.1	2.4	1.3	
16	2.5	2.3	0.2	
17	X	4.7	X	
18	2.3	2.4	0.1	
19	2.1	3.0	0.11	
20	2.3	3.7	1.4	
21	2.3	4.0	1.9	
22	2.4	5.10	3.6	
23	25	2.4		0.1
24	2.11	3.5	0.6	
25	—	—	—	—
26	2.8	3.0	0.2	
27	2.6	2.4		0.2
28	—	—		
29	1.11	2.0	0.1	
30	3.5	4.0	0.7	
31	5.2	6.6	1.4	
Nonstd. English				
Total No.	28	29		
Avg.	2.8	4.3	.96	.1

Mental Age STEA

May Post.
5.8
6.0
5.10
5.11
6.4
5.5
6.3
5.4
6.8
5.1
6.0
5.9
8

Tests

TOBE

Long. "K"

%ile	%ile	Gain/Loss	Stanine	Stanine
27	10	-17	4	2
59	52	-7	5	5
52	52	-0-	5	5
45	45	-0-	5	5
17	17	-0-	3	3
5	7	+2	2	2
3	17	+14	1	3
17	X	X	3	X
39	66	+27	4	6
7	10	+3	2	2
5	X	X	2	X
X	X	X	X	X
1	5	+4	1	2
10	66	+56	2	6
13	11		13	11
22	31.5		+1.9 −0.12	

T

So	%ile	%ile
	9	4
	X	69
	X	3
	29	8
	29	3
	X	4
	X	3
	9	
	25	5
	9	1
	X	
	9	4
	7	2
	25	5
	9	12
	16.8	38.

Administered in English.

	TDBE Soc. St.					TDBE Math					TDBE Science				
%ile	%ile	Gain Loss	Stanine	Stanine		%ile	%ile	Gain Loss	Stanine	Stanine	%ile	%ile	Gain Loss	Stanine	Stanine
9	4	-5	2	1		6	1	-5	2	1	1	24	+23	1	4
	69			6		29	41	+12	4	5	9	57	+48	2	5
	34			4		29	35	+6	4	4	16	16	-0-	3	3
29	87	+58	4	7		63	55	-12	6	5	33	33	-0-	4	4
29	35	+6	4	4		12	35	+23	3	4	20			3	
	45			5		9	6	-3	2	2	12	24	+12	3	4
	39			4		6	19	+13	2	3	9			2	
9			2			9			2		6			2	
25	56	+31	4	5		41	71	+30	5	6	20	57	+37	3	5
9	16	+7	2	3		19	19	0	3	3	2	24	+22	1	4
						29			4		6			2	
9	4	-5	2	1		3	2	-1	1	1	12	6	-6	3	2
7	20	+13	2	3		5	15	+10	2	3	4	44	+40	1	5
25	50	+25	4	5		29	63	+34	4	6	12	24	+24	3	4
9	12		9	12		14	12		14	12	14	10		14	10
16.8	38.2	+23.0 -5				22.7	31.8	+ 18.2 - 5.2			11.6	30.9	+22.8 -6		

TESTS ADMINISTERED TO BE

Student	MENTAL AGE PPVT (Sept) PRE-	(May) POST-	(+) GAINS	(-) LOSSES	MENTAL AGE STEA (May) POST	LANGUAGE "K" NORMS (Oct.) %ile PRE	(May) %ile POST	Gain+ / Loss-	(Oct) STANINE PRE	(May) STANINE POST	SOC (Oct.) %ile PRE
1	3.8	2.11		.9							9
2	4.1	4.0		.1							
3	2.9	3.0	.1			27			4		
4	2.8	4.3	1.7		5.4	5	52	+47	2	5	7
5	3.10	3.1		.9		17	32	+15	3	4	
*6	2.11	2.6		.5		22			3		13
*7	1.10	1.11	.1		5.6	3	3	0	1	1	13
8	4.11	4.3		.8		2	59	+57	1	5	3
9	3.5	3.9	.4			13	52	+39	3	5	3
10	3.11	4.7	.8		6.10						7
11	2.11	3.7	.8			1	45	+44	1	5	
12	4.8	3.11		.9		13	66	+53	3	6	25
*13	0	0	0	0		1	22	+21	1	3	1
14	3.0	4.3	1.3			10	52	+42	2	5	13
15	3.4	2.4		1.0		10	13	+3	2	3	1
16	2.5	2.10	.5			10			1		9
17		0				5	2	-3	2	1	7
18	2.5	3.2	.7								
19	3.9	3.6		.3	6.10						
20	4.7	3.10		.10							
21	2.10	4.1	1.3								
22	3.7	4.1	.6								
23	2.8	4.7	.11								
24	2.4	4.2	.10								
25	5.6	3.9		1.9	6.0						
26	2.8	5.1	2.5								
27	4.4	4.3		.1	6.2						
28											
29	3.6	3.9	.3		6.0						
*30	0	1.11	1.11								
*31	2.11	4.5	1.6		6.10						
Total No.	29	30	17	12	8	14	11		14	11	13
Average	3.3	3.8	.11	.7	6.2	9.4	36.1	26.7			8.
Monolingual English					10						

ED IN SPANISH

TOBE SOCIAL STUDIES "K" NORMS					TOBE MATH "K" NORMS					TOBE SCIENCE "K" NORMS				
(OCT.) %ile PRE	(MAY) %ile POST	GAIN + / − LOSS	(OCT.) STANINE PRE	(MAY) STANINE POST	(OCT.) %ile PRE	(MAY) %ile POST	GAIN + / − LOSS	(OCT.) STANINE PRE	(MAY) STANINE POST	(OCT.) %ile PRE	(MAY) %ile POST	GAIN + / − LOSS	(OCT.) STANINE PRE	(MAY) STANINE POST
9	62	+53	2	6	48	71	+23	5	6	39	50	+11	4	5
					9	41	+32	2	5					
	25			4	12	12	0.	3	3	12	33	+21	3	4
7	25	+18	2	4	24	41	+17	4	5	9	33	+24	2	4
	25			4	12	35	+23	3	4	20	29	+9	3	4
13	45	+32	3	5	9	9	0	2	2					
13	9	−4	3	2	1	1	0	1	1	2	9	+7	1	2
3			1							20			3	
3	62.	+59	1	6	19	41	+22	3	5	9	39	+30	2	4
7			2							24			4	
	56			5	1	12	+11	1	3	2	29	+27	1	4
25	29	+4	4	4	41	63	+22	5	6		29			4
1	29	+28	1	4	2	63	+61	1	6	20	20	0	3	3
13	25	+12	3	4	5	71	+66	2.	6	29	39	+10	4	4
1	20	+19	1	3	6	9	+3	2	2	12	24	+12	3	4
9			2		9			2						
7	29	+22	2	4	5	36	+31	2	4	4	20	+16	1	3
13	13		13	13	15	14		15	14	13	12		13	12
8.5	34	25.5			13.5	36		22.5		15.5	29.5	14.0		

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TIME GRAPH

Student	Pre	Post	Pre	Post	Pre	Post
	Blocks		Beads		Puzzle	
A	87	7	91	88	82	117
B	85	29	115	92	194	106
C	9	8	110	84	113	57
D	12	6	105	117	94	118
E	12		119		109	
F	-	56	165	126	300	120
G	58	-	89	-	135	-
H	8	45	115	139	111	159
I	24	9	100	98	49	48
J	14	17	111	85	94	103
K	9	7	133	112	71	57
L	14		157		232	
M	10	9	87	103	91	59
N	67	6	116	109	89	56
O	59	26	163	142	217	191
P	34	24	136	87	96	49
Q	15		107		226	
R	11	18	147	122	265	188
S	91	8	129	79	83	37
T	13	46	71	95	95	55
U	4	8	116	89	68	52
V	13	12	132	82	118	53
W	82	66	155	82		80

C	9	8	110	84	113	57
D	12	6	105	117	94	118
E	12		119		109	
F	-	56	165	126	300	120
G	58	-	89	-	135	-
H	8	45	115	139	111	159
I	24	9	100	98	49	48
J	14	17	111	85	94	103
K	9	7	133	112	71	57
L	14		157		232	
M	10	9	87	103	91	59
N	67	6	116	109	89	56
O	59	26	163	142	217	191
P	34	24	136	87	96	49
Q	15		107		226	
R	11	18	147	122	265	188
S	91	8	129	79	83	37
T	13	46	71	95	95	55
U	4	8	116	89	68	52
V	13	12	132	82	118	53
W	82	66	155	82		80
X	10	6	120	77	115	53
Y	103	8	149	73	45	40
Z	14	22	158	118	78	64
AA	9	9	145	84	164	37
BB	9	5	105	104	121	48
CC	7	20	143	128	121	65
DD	9	8	105	84	152	51
EE	11	7	141	91	126	58
FF	10		100		40	
N=	32	27	32	27	32	27
Avg.=	29.8	18.2	119.5	102.6	124.9	78.6

12

12A